

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
**NEW PROGRAM PROPOSAL – P Form Signature Pages**

REC'D DEC 17 2013

For Curriculum and Scheduling Office Use Only		
D.B.	Catalog	File

COLLEGE/SCHOOL  CoAS  CoBA  **COEHHS** SoN Discipline

TITLE OF PROGRAM Advanced Study in Teacher Leadership in Middle Level Education

This form is the signature sheet for new programs and new options/concentrations/tracks within existing programs.  
 For all changes to existing programs (other than addition of new options/concentrations/tracks), use the Form P-2.

- Check one:
- New Undergraduate Major or New Graduate Degree
  - New Option/Concentration/Track
  - New Minor
  - New Teaching Credential
  - New Certificate
- Attach a completed New Program Proposal Template
- Attach a completed New Option/Concentration/ Track, Minor, or Teaching Credential Proposal Template
- Attach a completed New Certificate Proposal Template

Does this proposal impact other disciplines?  Yes  No  
 If yes, obtain signature(s). Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Discipline #1	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #2	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #3	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #4	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #5	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

CALIFORNIA STATE UNIVERSITY SAN MARCOS

P-FORM PREPARATION

1a. Erika Daniels 10/1/13  
 Originator (Please print) Date

1b. [Signature] 12/12/2013  
 Librarian Liaison for Library Report\* Date

1c. [Signature] 12/12/2013  
 IITS Liaison for IITS Report\* Date

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. M. Vargas 10.14.13  
 Program/Department - Director/Chair\* Date

COLLEGE/SCHOOL-LEVEL REVIEW

3. [Signature] 10/8/13  
 College/School Curriculum Committee\* Date

REVIEW (Signatures must be obtained by proposer)

4a. [Signature] 11/4/13 4b. [Signature] 12/12/2013  
 Vice President for Student Affairs\* Date Dean of Library\* Date

4c. [Signature] 12/12/2013 4d. [Signature] 12-13  
 Dean of Information and Instructional Technology Services\* Date Vice President for Finance and Administrative Services\* Date

4e. [Signature] 11/5/13  
 Dean of Graduate Studies (if applicable) \* Date

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5. [Signature] 10.21.13  
 College/School Dean/Director\* Date

UNIVERSITY-LEVEL REVIEW

(May not begin until all signatures numbered 1-5 have been obtained.)

6a. \_\_\_\_\_ Date University Curriculum Committee^

6b. \_\_\_\_\_ Date Budget and Long-Range Planning Committee^

FACULTY APPROVAL

7. \_\_\_\_\_ Date  
 Academic Senate

UNIVERSITY-LEVEL APPROVAL

8. \_\_\_\_\_ Date  
 Provost

9. \_\_\_\_\_  
 Date to Chancellor's Office

+ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.

\* May attach a memo on program impact on the unit and the ability of the unit to support it.

^ Attach a memo summarizing the curricular and/or resource deliberations.

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
CEHHS, School of Education  
**Proposal for Certificate in Middle Level Education**

1. **Title:** Certificate of Advanced Study in Leadership in Middle Level Education
2. **Contact persons:** (Submitting faculty on behalf of the Middle Level Education faculty team)  
Rong-Ji Chen, Associate Professor of Education, [rchen@csusm.edu](mailto:rchen@csusm.edu)  
Erika Daniels, Assistant Professor of Education, [edaniels@csusm.edu](mailto:edaniels@csusm.edu)  
Janet McDaniel, Professor of Education, [mcdaniel@csusm.edu](mailto:mcdaniel@csusm.edu)
3. **Proposed Date:** Fall 2014
4. **Existing programs** in the discipline(s) under which the new Certificate is to be offered:
  - a. Masters of Arts in Education, General Option
5. **Existing program(s)** that may be affected by the proposed Certificate:
  - a. Masters of Arts in Education, General Option
6. **Purpose of the proposed Certificate**, including specific academic objectives served, professional applications, potential student market, and a statement explaining the need for the Certificate in comparison to existing related majors, minors, and Graduate programs.
  - a. Because the state of California does not issue a teaching credential specifically authorizing individuals to teach at the middle school level, school districts hire teachers with either a Multiple Subject (elementary) or Single Subject (secondary) Credential. Since the advent of No Child Left Behind (NCLB), districts have been moving toward having Single Subject specialists at the middle school. Neither the Multiple nor Single Subject Credential truly addresses the unique needs of the young adolescent. At the request of local school district superintendents, the then-College of Education created the Middle Level Education program more than 20 years ago. CSUSM offers the only teacher education program to prepare middle level teachers in the state. In effect, the state of California has just about 25 new teachers every year who go into middle school teaching well-prepared to meet the needs of their students. Graduates of our program earn a Multiple Subject Credential as well as a Single Subject Credential or Subject Matter Authorization in one or more areas and are credentialed to teach in grades K-12. This flexibility in addition to the expertise of Middle Level graduates has led to a strong reputation in the community and region. The majority of our graduates teach in middle schools in Southern California and other areas of the United States.
  - b. At present, practicing teachers have no options for developing their middle level expertise past the credential level because there are no masters programs geared specifically toward understanding the academic, cognitive, social, and emotional needs of young adolescents. The proposed certificate program will provide practicing middle school teachers with advanced topics in research and practical applications pertaining to young adolescent development, middle level curriculum, teaching and learning, leadership, and so on. Graduates are expected to become leading teachers for middle schools.
  - c. The proposed Certificate provides practicing educators (teachers, administrators, counselors, etc.) with the knowledge, skills, and dispositions needed for effective school-based leadership at the middle school level. Completion of the program will signify an expertise in the education of young adolescents—typically those in grades six through eight. Because

California does not offer specialized teacher credentialing in middle level education, very few middle school teachers have initial preparation for teaching in middle school.

- d. The proposed Certificate will serve currently credentialed teachers who either teach in middle schools or aspire to do so. It is designed to be appropriate both for CSUSM Middle Level Teacher Education Program graduates and those who have had no middle grades preparation. Experienced educators will bring with them classroom experience on which to build in the program.
- e. CSUSM has approximately 450 graduates of the Middle Level Teacher Education Program. Many of them have completed an MA program either at CSUSM or elsewhere. We know, however, that a great number of them have not continued their professional education beyond their initial credential. No other university in California offers a Certificate or MA program in Middle Level Education. Because of the reputation of CSUSM as a leader in Middle Level Education, we expect to draw a robust student body from our service area. If we eventually move to offer the Certificate program online (we are considering this), it will appeal to a larger pool of educators, not all of whom will be from California.

**7. Academic Objectives:** Graduates of the Certificate will:

- a. Understand, analyze, and reflect on the major concepts, principles, theories, and research related to young adolescent development, and use that knowledge in their practice.
- b. Understand, analyze, use, and reflect on the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter.
- c. Understand, analyze, use and reflect on the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.
- d. Understand, analyze, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment.
- e. Understand, analyze, and reflect on their complex roles as educators of young adolescents.

**8. List of the courses:** There are four proposed Middle Level courses (total 12 units). The table below indicates the list of courses for students who are interested in learning more about middle level education and young adolescent learners. Graduate students can select any of the courses depending on interest or need. Also the four Middle Level courses can be packaged as a local Certificate for Advanced Study in Middle Level Education or in conjunction with the Master's of Arts in Education – General Option Program.

It is anticipated that some students may initially enroll in one or more courses as stand-alone trainings and then seek to expand their skill sets by completing all requirements for the local certificate. This program is also viewed as a potential recruiting ground for applicants to SoE's Master of Arts in Education program. The only prerequisite to enrolling in the Middle Level courses is the possession of a teaching credential.

<b>Middle Level Certificate</b>	<b>Middle Level Masters Degree</b>
EDMI 661 <i>The Young Adolescent Learner</i> (under review by UCC)	EDMI 661 <i>The Young Adolescent Learner</i>
EDMI 662 <i>Middle Level Curriculum, Instruction, and Assessment</i> (under review by UCC)	EDMI 662 <i>Middle Level Curriculum, Instruction, and Assessment</i>
EDMI 663 <i>Leadership in Middle Level Education</i>	EDMI 663 <i>Leadership in Middle Level Education</i>

(under review by the CEHHS curriculum committee)	
EDUC 619 <i>Teacher Inquiry</i> (approved Spring 2012)	EDUC 619 <i>Teacher Inquiry</i>
	EDUC 602 <i>Multicultural Education</i> (existing course)
	EDUC 622 <i>Research Methods</i> (existing course)
	EDUC 698 <i>Culminating Experience</i> (existing course)
	Three electives; one of which must be a graduate level content area course

9. **Minimum Level of Competence:** Students must demonstrate the ability to pass graduate-level courses with a grade of B in each Certificate course. Students earning a B in all four Middle Level courses will be eligible for the Certificate of Advanced Study in Middle Level Education.

10. **Waiver:** There are no assessment waivers of lower division requirements.

11. **Catalog Descriptions:**

*EDMI 661: The Young Adolescent Learner (posted to the University Curriculum Committee January 2013)*

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of young adolescents from multidisciplinary, multicultural, and applied perspectives. Students will explore how to create learning environments and social contexts that support cognitive and developmental processes. Through a critical inquiry process, students will learn theoretical perspectives and empirical research on young adolescent development as they create an understanding of the factors that influence the social contexts in which practitioners and young adolescents exist.

*EDMI 662: Middle Level Curriculum, Instruction, and Assessment (posted to the UCC January 2013)*

In this course, students will construct a theoretical framework for critical reflection on middle level curriculum, instruction, and assessment. They will expand their practical repertoire of teaching and assessment strategies for meeting young adolescents' intellectual, social, and emotional needs. Students will explore various issues and techniques in curriculum design, instruction, and assessment in light of middle level philosophy and young adolescent development. Students will engage in field experiences and consider organizational structures that shape middle level students' learning and development.

*EDMI 663: Leadership in Middle Level Education (submitted to the College Curriculum Committee April 2013)*

In this course, students will construct a theoretical framework for critical reflection on characteristics of effective middle level schools and leadership. They will deepen their understanding to implement, and advocate for, effective strategies for meeting young adolescents' intellectual, social, and emotional needs. Students will learn about and conduct action research impact practices in their schools in light of middle level philosophy and young adolescent development. Students will deepen leadership skills and strategies as a teacher leader in order to shape middle level students' learning and development.

*EDUC 619: Teacher Inquiry (approved by the University Curriculum Committee Spring 2012)*

This course is designed for teachers interested in conducting teacher research in their classrooms. Its goal is to create a community of practice for teachers-as-researchers who can reflect on, investigate, understand and share their craft, students and classrooms with colleagues. At the outset of this course, participants will decide on questions about their teaching practices that they will research throughout the academic year. They will personally situate their questions in their classrooms, their practitioner experience and the field of teacher research; they will also discover what fellow researchers have learned

about their questions. They will collect multiple forms of data in their classrooms, analyze and interpret this information, and present their findings and uncertainties to their research community. Each student will prepare a paper narrating, explaining, and summarizing their classroom research, thereby generating teacher knowledge.

12. **Faculty Members:** No new faculty hires are anticipated to support these courses. Six of the School of Education's current tenure-track faculty have the necessary expertise to offer relevant courses, and one additional lecturer also possesses the requisite backgrounds for contributing to the program. The prospective lecturer instructors for the courses has taught both in middle schools and in teacher education programs with ample experiences in adult training and professional development at district and county level. The following faculty members would be interested in teaching the proposed aggregate of courses:

- Rong-Ji Chen, Ph.D., Associate Professor, Mathematics Education (EDUC 619, EDM I 661, 662)
- Erika Daniels, Ed.D., Assistant Professor, Literacy Education (EDUC 619, EDM I 661, 662)
- Ana M. Hernández, Assistant Professor, Multilingual and Multicultural Education (EDUC 619, EDM I 661, 662)
- Kathryn Martin, Ph.D., Lecturer (EDUC 619, EDM I 661, 662, 663)
- Janet McDaniel, Ph.D., Professor, Social Studies Education (EDM I 661, 662, 663)
- Moses Ochanji, Ph.D, Associate Professor, Science Education (EDUC 619, EDM I 661, 662, 663)
- Laurie Stowell, Ph.D, Professor, Literacy Education (EDUC 619, EDM I 661, 662)

13. **Instructional resources:** No additional tenure-track faculty hires anticipated at this time. Existing classroom space at CSUSM might be utilized; however, we have our own CSUSM classroom at Woodland Park Middle School in San Marcos. It contains a complement of middle school curriculum and journal resources. Library resources will include those needed for any graduate program in Education.